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EDITORIALS

Pessimist and Optimist

The pessimist and optimist had the same parentage. They started in life together. They agreed perfectly that smallpox was a terrible scourge; that it was contagious; that it would be the end of the human race, unless something heroic was done about it.

Here they parted company. The pessimist wanted some one else to do it, to do something in some way that would please the pessimist so that he could raise objections to what was being done, or the way it was being done, or the time when it was done.

The optimist knew that he could do little, but he wanted to help some one, any one, to do something, to keep trying to do something until some one discovered some way to eliminate the scourge forever.

The pessimist still had a fellow feeling for his optimistic kinsman, so he consulted the superstitious traditionalist, who prescribed sage tea or some other traditional herb remedy his grandmother had told about.

When this did no good the pessimist said: "I told you so," and prepared for the burial of his optimistic brother in the family graveyard.

The optimist wasted no time on traditional roots and herbs. He was sure that the Lord had never allowed a pest without creating an anti-pest—an antidote—and he enlisted with other optimists of science to discover some vaccine for preventive inoculation that would eliminate the scourge wherever civilization reigned.

No one can deny that we are threatened with new contagions—industrial, social, civic and religious.

Every teacher and preacher, editor and lecturer, is either a pessimist or an optimist, is either inclined to be disheartened because his traditional herb tea is no good, or is in sympathy, at least, with other optimists who are trying to find a vaccine with which to inoculate the home with some family life; the school with some educational strain; the church with some religious vaccine that will immunize the young people of today when new vicious contagions attack them.

Los Angeles and San Francisco

If Los Angeles keeps the pace for the next forty-three years that we have seen her have for the last forty-three years she will rival London with her 7,500,000 population.

Give San Francisco as large a land area as Los Angeles has and she will rival her in population, as she already does in commerce, in industries, and finance.

And these two cities merely typify all California.

We offer no apology to any one for our

exuberance over Los Angelos that we have known for forty-three years, or San Francisco that we have known for fifty years. We are writing this brief editorial in Los Angeles on our sixty-second trip to the Pacific Coast, the fifth in 1925, and a bit of the California spirit is inevitable.

All Honor to Georgia

Although Georgia was the first state to reject the federal child labor amendment to the constitution, this state has now adopted a child labor law of its own, effective 1926. It prohibits the employment of children under fourteen years old in the manufacturing industries, and of children between fourteen and sixteen years old between the hours of 7 p.m. and 6 a.m., and makes other protective restrictions.

The Hall of Fame

John Paul Jones, naval commander, and Edwin Booth, actor, received the necessary sixty-five votes out of the one hundred, and go in the Hall of Fame. Both men are of the long ago. They were the only names entered in the Hall of Fame of New York University this time although there were twenty-seven famous Americans upon whose admission the committee could vote. Among those who failed of election were Walt Whitman, John Jay, Samuel Adams, Noah Webster, "Stonewall" Jackson, General Phil Sheridan, William Penn, William Lloyd Garrison and Paul Revere.

We suspect that William Penn and Samuel Adams do not really need this honor.

E. C. Glass of Lynchburg

E. C. Glass has been superintendent of schools in Lynchburg, Virginia, for forty-seven years, and has been in educational service in the city for fifty-four years, and he is a dynamic force in educational leadership today. No other man now living has had any such record in length of service and none has a better professional record. He has always thought in large units professionally and civically. He has always been a live wire, to use a phrase of the day; has always led the procession of progress in the state. His scholastic ideals have been high and his devotion to practical arts and science has been keen. No man, North or South, has been more familiar with the educational demonstrations of the day than has E. C. Glass.

President Murlin at De Pauw

When President L. M. Murlin resigned the presidency of Boston University to accept the presidency of De Pauw University in Indiana, that which made his ardent friends in Boston partly reconciled to the loss of a leader in Boston, whose administration had made Boston University the largest educational institution in New England; that had raised its scholastic standard as much as it had its enrollment, were two statements: First, that for the remainder of his professional life he needed an easier time; second, that he was a Western man, and could handle affairs there easier than in New England.

Affairs in De Pauw this session do not justify these claims. He is certainly not having an easier time, and has not demonstrated that he appreciates the Indiana youth any better, to say the least, than the Massachusetts youth.

Few educational leaders have been more ardently admired or affectionately esteemed than was President Murlin in Boston, and we resist the temptation to rejoice that he is having less transient peace, at least, than he had in Boston.

De Pauw was supposed to be more strictly religious than Boston, but the chapel language of President Murlin on November 6 would not indicate that he considers them more spiritual minded than the students at Boston University.

Healthy Chicago

A Chicago health department bulletin charts the death rates for 1924 for cities of over 1,000,000 population. Chicago is lowest with 11.2 per thousand, Berlin next with 11.7 and Paris highest with 14.3.

The health of massed populations has been one of the great human problems. It had to be solved or the great city could not exist. The health officers are security police, preventing the spread of contagions. London lost over 68,000 people in the plague of 1665 and the Londoners did not know whether their city could survive. Mass population has in its structure the sources of contagion and the channels for its rapid spread.—Chicago Tribune.

The Advancement of Science

The American Association for the Advancement of Science, the most scientific of all educational associations, Michael Pupin, president, which will meet in Kansas City, December 28-31, will be exceptional value. Section Q, Dr. Otis W. Caldwell, Lincoln School, Columbia University, vice-president of the section, will have the Scientific Public School program, specializing on school curriculum, with six papers by special students of the subject; specific studies of teaching procedure with reports on special investigations; the refinements of instruments of measure in education; reports on psychological and educational clinics.

The meetings of Section Q will be held morning and afternoon, Tuesday, Wednesday and Thursday, December 29, 30, and 31. The meetings will be of great value. Details of the program may be had by addressing the secretary, Professor A. S. Barr, University of Wisconsin, Madison.

Amusing or Alarming?

Dr. Robert M. Yerkes, professor of psychology at Yale University, claims that he has demonstrated beyond question that chimpanzees can readily solve some problems which are difficult for intelligent children of corresponding maturity.

University of Michigan

Dr. Clarence Cook Little, the new president of the State University of Michigan, has an unusual responsibility. Fortunately he has an exceptionally wise and skilful as well as an experienced and devoted faculty, so that the chief responsibility is to trust tried and true men to carry on the noble work so brilliantly started by President Burton.

The University of Michigan has a property of $30,000,000, and the income last year totaled $10,590,000. This was made up of students' fees, $1,240,889; from the state, $5,683,885; income endowment, $38,431; from rents, etc., $2,997,084.

The expenses of the university were $9,840,303. Of this $4,643,459 was for instruction; and $440,451 for administration; $291,171 for the business department; and $838,344 for the operation of the physical plant. There was an expenditure of $2,367,798 for physical plant extension.

A great university is a great business enterprise.

Graham Succeeds Garwood

Clyde H. Garwood, long associate superintendent of Pittsburgh, resigned several months ago to become superintendent of Harrisburg, but the vacancy has not been filled until now when Ben G. Graham, superintendent of Newcastle, Pennsylvania, becomes associate superintendent upon the nomination of Dr. W. M. Davidson, superintendent. Mr. Graham was in the school system of Pittsburgh with Dr. Davidson before going to Newcastle, and his return is heartily welcome.

Mooseheart, Fox River, Illinois, which was only twelve years old on July 27, already has more than two hundred buildings, which have cost $10,000,000. It is a noble "City of Childhood."

Bayard-Dupont-Ward

Wilmington, Delaware, has assumed national educational importance, as we said recently. The state is small enough and has men big enough to do big things in a big way. The country schools were the first to be magnified, and now Wilmington is making adequate return for the thought given to her.

Clifford Scott began the good work, and on the strength of his achievement was promoted to the superintendency of East Orange. There was a feeling in Wilmington at the time that the city was doomed to a relapse, but if ever a man was equipped by experience and personality to meet special responsibilities David A. Ward was foreordained for that service in Wilmington, and the dedication of the Thomas F. Bayard school building, costing $540,000, the gift of Pierre S. Dupont through the Delaware School Auxiliary Association.

Senator Thomas F. Bayard, for whom the school is named, is one of America's ablest statesmen. Pierre S. Dupont, the donor, is chiefly responsible for the famous achievements of the Delaware School Auxiliary Association, and Miss Ellen Samworth, the principal, has made the school worthy the building.

Waitman Barbe

A few days before the meeting of the West Virginia State Association Professor Waitman Barbe of the State University died after a brief serious illness but after prolonged lack of vigorous health such as had been peculiarly characteristic of him. At the State Association Captain George M. Ford, state superintendent, a life-long friend of Mr. Barbe, voiced the universal appreciation of one of the most esteemed school men of the state for more than a third of a century.

Waitman Barbe was a brilliant teacher in the ranks, a teacher in the high school in Parkersburg when there were few high schools in the state, and none academically standardized. His notable service to scholarship coupled with a rare inspirational platform power led to his being appointed to a position on the State University faculty for extension promotion.

It is impossible for those who know the West Virginia State University with its present standards, present campus equipment, present enrollment to think of the university as it was when Waitman Barbe went from city to city trying to establish public high schools that could prepare students for the university. Probably the first advance was due to Mr. Barbe more than to any other person.

Waitman Barbe had a genuine poetical mind, and some of his verse is probably of as high quality as anything written by a West Virginian.

Our personal acquaintance with him was genuinely affectionate. In the long ago I was on the program of the University for several days at one of their important convocation sessions, and Mrs. Winship and I were at the hotel, and Mr. and Mrs. Barbe, living at the hotel, were charming host and hostess, and a friendship then started was greatly heightened when he came to Harvard for student life. To know Waitman Barbe intimately was one of the joys of any man's life.

The Superintendent, the Power Dispatcher

By A. E. WINSHIP

The entire school system is being transformed to accord with the change in the life of today. This change must be recognized by leaders in education. The tendency to putter and the liability to sputter conceitedly must give way to the mastery of great lines of achievement.

Not many really big things ever happen and these big things must be kept clearly in mind by all school people from the top to the bottom.

The big things educationally are not primarily pedagogical or psychological. The big things are in the world where real things are achieved, and the school must fit itself to these big things and must stop, stop most heroically, trying to make the world adapt itself to pedagogy and school psychology.

The two wonderful discoveries which are transforming our lives are the Spark Plug and Long-Distance Power Transmission. We have more to learn from these two miraculous achievements of our day than from schoolish books that putter about pedagogical details.

Educationally the teacher is the spark plug and pedagogy must interpret all classroom plans and subject methods from that point of view.

Educationally the superintendent is the power dispatcher of the long-distance power transmission, and school administration must study supervision from this angle rather than from "surveys" of traditional details. Power, not putter, must be the slogan of administration.

Eighty years ago Horace Mann created administrative supervision, nothing of which had been known before, and it took thirty years for the American public, in school or out, to grasp the idea of administrative supervision.

Fifty years ago, when administrative supervision was accepted theoretically, professional supervision was in germ, the germ planted by Francis W. Parker unwittingly but none the less vitally. Professional supervision started more promptly than did administrative supervision because the soil had been more cultivated, and with the immense stimulus of Stanley Hall and John Dewey, followed by hundreds of brilliant adventurers, professional supervision became epidemic, sometimes malarial, resulting from stinging insects bred in shallow minds.

Now we are living in a new creation of supervision, both administrative and professional, dealing with long-distance power transmission which makes the superintendent live and move and have his being for the benefit of the teacher who is the real spark plug, who alone awakens the mind of the child to intellectual action.

The building, the equipment, laboratories, libraries, gymnasium, swimming pool, lavatories, auditorium, course of study, subject method, and technique are mere incidents. The teacher is the only thing in the whole equipment that can electrify the mind of a child so that it will get into action.

A moron alive is better than the most brilliant intelligent quotient dead. It is the teacher who breathes the breath of life into the student's mind, that gives him a new birth.

But an educational system must find a way to make one teacher take the place of thirty teachers and do for thirty children all that thirty teachers could do. The school must be a thirty-cylinder motor power. The teacher who is expected to electrify thirty children will have neither time nor opportunity to secure finances for construction, equipment, or salaries, and all the multitude of things that this age requires.

The long-distance power transmission is a miraculous creation which had lain dormant through all the centuries of civilization until little more than thirty years ago. It was almost unbelievable that such power was available, and twenty-five years ago there was only one plant in the New World that could dispatch five thousand horse-power.

But once appreciated, once believed in, it was put in action in various places, and today there are one hundred stations each transmitting more than one hundred thousand horse-power. In the last five years the central stations have reached a capacity of twenty million horsepower. This has reduced the human muscle-power twelve hundred per cent.

In these five years there has been a saving of nineteen million tons of coal through centralized power production.

The latest achievement is ability to "tie in" this fabulous long-distance power transmission which will soon make it possible to dispatch power from Montana direct to Seattle, down the coast to Portland, San Francisco, Los Angeles to Mexico, a distance of nearly two thousand miles, or from Wisconsin through Illinois, Indiana, Ohio, to West Virginia and North Carolina, thence through Tennessee to Arkansas and Louisiana.

Already the central stations create more horse-power than all the steam-power and all other power in the United States except that used for transportation.

The scientific discovery of long-distance power transmission makes it possible to supply limitless power, or slight power, instantly anywhere, any time, and for as many hours or minutes as it may be desired. Think of this as compared with the necessity of starting a fire under a boiler and waiting to get up steam.

While this saves a vast sum to the people

it costs a lot of money at the central stations. In the last five years it has required an investment of a billion dollars a year.

The power dispatcher is the man who turns a switch which sends the electric power whizzing hundreds of miles through state after state, measures the power, the time it is served on farms for heating and lighting, and in apartments for the manufacture of two-inch ice-cubes for table glasses, or to factories for the making of powerful T N T.

The new creation of the Department of Superintendence in county, city, and state is like the installation of a central station with a hundred thousand horse-power of professional wisdom and inspiration.

There is a bond issue of half-a-million dollars or of $20,000,000. The superintendent must switch the power of appreciation of the need of those bonds. He must send the thrilling, throbbing educational devotion through the political leaders by having established their confidence in his wisdom, integrity, and ability. He has lived professionally and personally for the purpose of creating their respect for his opinion and faith in his judgment. He has known that appropriations must be increased for salaries or for pensions and he has known that the money therefor must come from taxes through the political machinery that appropriates tax-raised moneys.

The superintendent knows that in our government political machinery is as vital as the digestive system in the human body; that it is not a question of weighing and measuring the pedagogical or psychological material parceled out through the various supervisory departments, but rather the digestion thereof by the people who pay the taxes, by the officials whom the people elect to handle their money.

If a superintendent cannot "tie in" educational inspiration of his central station with the man of business as the father of boys and girls in the schools in such a way that it is indispensable for the politician to please the man as the father of a school boy, and the woman as the mother of a school girl, he is not a power dispatcher, and should retire as promptly as the man in the Montana central station would retire if he could not send long-distance power transmission to the end of the line.

If the superintendent won his doctor's degree by intense belief that his professional dignity required him to fight or ignore every one whom the people elected except his Board of Education, and even his Board of Education, unless it be subservient to his will, he had better charge up his defeat to his professors and send them a bill for the salary he loses.

If the superintendent hasn't a greater hold of the people whose children are in his schools than any other political manipulators have when the issue is an issue in which the children are involved he is not a power dispatcher of educational inspiration.

There is no position in America which calls for a greater American than the superintendency of schools; and there is no greater honor to which any American can aspire than to be the power dispatcher with the ability, wisdom, personality to send power out to the parents to vote adequate funds for salaries and pensions, buildings and equipments, and at the same time to send power of personality through deputies, supervisors, principals of elementary schools and junior and senior high schools which will make every teacher in the system sure that the electrode in the spark plug is ready to function for each child regardless of the height or depth of his intelligence quotient.

With better trained teachers and better equipment we shall do better work in traditional school subjects, but these are mere tools of operation, they become a menace rather than a help unless guided by a keen moral and spiritual sense. We must become engineers and builders of social and political structures that will remove all doubt as to the ultimate end of our civilization. Our schools must emphasize the teaching of truth and honesty, the value of virtue, justice and duty; a respect for law and properly constituted authority. In no other way can we save our civilization. The law of the jungle may seem attractive to some but it spells the death of our race. Our principals must first be led to see and feel this and then to organize for effective action. Why do I stress so strongly the matter of organization? Because the isolated individual no matter how great his merit is in too precarious a position and courts destruction. It is not professional training alone that our principals need but a new vision, a new morale, and this can only be given to them by those who have it; by those who through their own achievement can show that the course they outline is already a matter of efficient accomplishment.—Ide G. Sargeant.

Is Football Fair to the Players?

By A. W. BELDING

The growth in popularity of football has been phenomenal. On a recent Saturday it was estimated that 330,000 persons witnessed ten major games. Newspapers sell more copies after a big football game than they do after a world series baseball game. The country is wild over football. Delight in the game is not confined by any means to students and alumni and their families. The stadiums are crowded with people who have no connection with the institutions whose elevens are engaged in combat. The game's the thing—and every year the American populace gets more and more excited over it.

Now this state of affairs is one that may well please the serious educator in some ways and cause him concern in others. The advertising which comes to his school or college as a result of football games—and especially if his team is a winner—is pleasant. An interest in educational institutions, if not in the classroom side of education, is awakened. Undeniably many a boy goes to college because football throws a mantle of romance over it. While this may not attract the most desirable students in every instance, it must bring within the circle of collegiate influence some who are touched and inspired.

Similarly the interscholastic games may help to convince some fathers that their boys belong in school a few years longer than they would otherwise be allowed to attend.

A startling phase of football appeared the other day when George Owen, prominent Harvard halfback of a few years ago, admitted he had not enjoyed football. Dr. Morton Prince and certain other Harvard alumni picked up Owen's statement and praised the frankness of it. Dr. Prince characterized football as "cock fighting on a grand scale," and pointed out that if the players do not enjoy it then it is not a true sport. It might be a sport for the coaches, he added—but this is not exactly important.

Now I am not prepared to say that football may not be a good thing for those who play it, even if they do not in all respects at all times enjoy it. The discipline of football practice and of football playing is considerable. One could easily point out various advantages, among them the co-ordination of mind and muscle, the learning that one can go on after he thinks he is exhausted, the training in quick judgment, the cultivation of loyalty to the group at the cost of personal self-sacrifice. The less a player enjoys the game the greater merit does he acquire from playing it. He really gives something for his college, and the giving helps him, whatever it may do for the college. Because football possesses these positive advantages in the moulding of character, educators have inclined to favor it.

The game is nevertheless in danger of slipping out of their hands into the keeping of alumni and spectators. It seems to make very little difference what the heads of schools and colleges think about football. Some may praise it openly, as President Olds of Amherst does, and others may damn with faint praise, as many do. The games continue, and the gate receipts support the remainder of the athletic program. A college president who goes too far in manifesting a lack of sympathy for football had better look out or the alumni will "get" him—and the same applies to the high school principal.

Many who know the inside workings of football are alarmed over some of its tendencies if not its established customs. Systems of coaching are aimed at developing the most efficient machine, with little regard to what it may cost the individual player. Manliness and fair play are often shoved into the background. How many teams have not been coached as to the best means of putting a dangerous opponent out of the game by surreptitious injuries? Fortunate indeed is the team whose coach upholds ethical standards, as some coaches most assuredly do—coaches who regard themselves as educators and measure their responsibilities accordingly. But every one who knows anything about football knows that ideals of character building are not usually the first consideration in engaging a football coach. The principal question asked is, whether he has created successful teams—successful according to the simple criterion of football scores.

Some degree of warning is contained in the mere fact that coaches are being paid, in many instances, more than the highest paid teachers in their respective institutions. The gridiron contests tend to become contests between rival coaches, in which the players are but pawns. Inasmuch as the coaches are highly paid professionals, the question of football's rating as an amateur sport is decidedly in doubt.

Football players are expected to keep up in their studies or be dropped. In the nature of the case the demands of football are in many instances such that the player cannot possibly maintain his standing without special leniency on the part of his instructors—and instructors are human.

Long trips are another of football's drawbacks. The tendency is to widen rather than restrict the range of contests. Even secondary schools are sending their boys to distant points in quest of that will-o'-the-wisp, Glory.

The question whether football is fair to the

players is one that must be bravely faced. The boys themselves are not going to answer it by refusing to play or to go out for the teams. Few students of suitable build and mental equipment are able to withstand the pressure of opinion which crowds them towards football. If they don't play, they are made to feel as if they had dodged the draft. At whatever cost of interrupted study, grueling practice and terrific combat in the arena—not to mention the chances of more than temporary bodily injury—the youth must do his duty. If he gets fun out of it, he is lucky. If he does not, he is in no position to say so until he gets through.

A fresh study of football in all its phases is needed. The time has come for intelligent steering—not by the rabble, or even the generous-hearted and enthusiastic alumni—but by those who have the interests of the students at heart, the educators. They are the ones to evaluate football; to analyze the results of it; and to chart its future course in relation to schools and colleges.

The Passing of William Wood Parsons

By L. N. HINES
President, Indiana State Normal School, Terre Haute

William Wood Parsons, president emeritus of the Indiana State Normal School, Terre Haute, died at his home in this city on September 28, 1925. He was seventy-five years, four months and ten days old at the time of his death. He had been in retirement for four years, or since September, 1921, when he left the presidency of the Indiana State Normal School, after thirty-six years of service.

The career of Dr. Parsons was notable in many ways. He was born in Terre Haute in 1850, and died in his home within a few blocks of where he was born more than seventy-five years earlier. He was a member of the first class that enrolled in the Normal School when it opened its doors on January 6, 1870. He was a member of the first graduating class, and, after teaching something like three years elsewhere, returned to the institution in 1876, and from then on, during a long and active life, was continuously associated with the institution which he helped to build and which, in many ways, is a monument to his capacity and industry. He first came back to the Normal as a teacher. For a time he was acting president, then he was elected vice-president, and, in 1885, on the resignation of President George P. Brown, Dr. Parsons was given charge of the State Normal School. The first president of the institution was Dr. William A. Jones. In order of terms of service, President Parsons was the third man to fill the position of president of the State Normal School. The length of his service exceeded the combined lengths of the terms of the other presidents.

During the time that Dr. Parsons was in charge of the State Normal thousands of students were enrolled in the classes, and hundreds of them were graduated from courses. It is estimated that something like sixty thousand students, first and last, came into touch with Dr. Parsons as teacher and administrator. From all parts of the United States have come letters of condolence, letters expressing grief over the passing of so good a man and so great a friend.

Memorial exercises in honor of Dr. Parsons were held at the State Normal on November 4, 1925. The program included addresses by President Lotus D. Coffman, of the University of Minnesota, an alumnus of the school; President William L. Bryan, of Indiana University; Sanford M. Keltner, president of the board of trustees of the State Normal; Paul Bogart, president of the First National Bank, Terre Haute, a business associate of President Parsons, and President L. N. Hines of the State Normal. The exercises were attended by a large crowd of friends who gathered to do honor to the man they had loved so much. Charles A. Greathouse, former state superintendent, and a member of the board of trustees, was not able to take part in the program because of sickness.

A career notable in many ways came to an end with the death of Dr. Parsons. He was a man of splendid physical vigor, clear mind, definite ideas as to all the vital concerns of life, and capable of bearing himself well under all circumstances. He was a friend of the students, a sincere advocate of the right kind of preparation for teachers, a believer in hard work and an administrator of great powers. The institution that he built up was one of the pioneers in the training of teachers in the United States, and the reputation it made under his direction was a splendid one in every particular. He left a name as an educator and as a man that will not soon be forgotten.

The Classroom Teacher--I

By A. E. WINSHIP

The classroom teacher is the only one in the entire system who can ever accomplish that for which the public schools exist. She is the spark plug; she electrifies the child's intellect as it were. She sets the intellectual motor in action. She starts the intellectual machinery which teaches the child how to learn and how to do the right things, in the right way at the right time in school and out. She is the inspiration on the one hand and the danger signal on the other hand. Without the classroom teacher there would be no excuse for taxing anybody one dime for the public schools.

The Board of Education exists to help the classroom teacher to achieve results. The superintendent and his office force, the Board of Supervisors and the principals have no excuse for drawing one dollar of taxpayers' money except to be of service to secure through the teachers the results for which a school tax is levied.

There are a few general conditions for which the public as well as Board of Education, the superintendent, the supervisors and the principals are responsible. Among these general conditions are adequate salaries for classroom teachers, satisfactory tenure for classroom teachers, dependable retirement or pension provisions, and a retirement home for those who have no better way to spend their years of retirement.

The classroom teachers as a whole cannot be expected to be efficient unless they are amply provided for today and tomorrow in these respects. The city government, the county government, and the state government must, yes, *must*, voluntarily or under compulsion, attend to these four conditions, and ultimately the Federal Government must be held responsible for adequate salaries, satisfactory tenure, dependable pensions and retirement homes.

Federal action is the last resort. It is never satisfactory. It is never needed when state governments meet the state need, just as state administration is never needed if cities and counties meet their responsibilities, but America is the American unit, and as no state will permanently allow any city or county to employ poor teachers, have a too-short school year, or an unenforced school attendance law, so the Federal Government will not allow any state to underpay its teachers, to provide no tenure and no pension.

The answer to the whine about Federal dominance is to make it unnecessary. Americans will not permanently listen to the snarling, growling opposition to Federal dominance by persons or communities that refuse to live up to the national standard.

City and county governments and state legislatures must provide wisely and generously for classroom teachers or the Federal Government will make them do it. The classroom teachers are the only salvation of American democracy, as they are the only feature of the school system that functions in making boys and girls good, and good for something.

Notable School Event

[Arthur Staples, editor of the Lewiston, Me., Journal, wrote the following account of a presentation of the Continental Congress by the elementary school boys, Frye Grammar School, Lewiston, Maine, William M. Cullen, principal. It was presented to the Rotary Club of Lewiston. It far exceeded anything of an entertainment nature by school boys ever given in Lewiston.]

Never in the history of Rotary has there been such a scene before as that of Friday at the De Witt Hotel.

The depiction in graphic form of the scenes on the adoption of the Declaration of Independence in the Continental Congress of the United States by boys of the Frye Grammar School of Lewiston under direction of Principal Cullen was to the minds of the Rotary Club, the most impressive and remarkable lesson in patriotism that was ever given in any assembly in this city. None finer was ever given anywhere.

The supreme lesson under it all was not in the acting or in the proficiency of the speaking of the boys. It was in the fact that here in a public school was the answer to the questions of Americanism.

"I will venture that six nationalities were represented among those lads," said one of the Rotarians. "Read the names and ponder. And every boy reading and inculcating the lessons of America's birth and chief glory."

The boys sat at the head table in form of an assembly. In the centre sat the chairman of the Constitutional Convention. Boys representing Ben Franklin, Thomas Jefferson, John Adams, Roger Sherman, Patrick Henry—all of the immortals who signed that document of Independence, sat in their appointed places. The speed of the work, the eagerness and the activity of the members, the remarkable force of the invective of the old speeches which culminated in "Give me Liberty or Give me Death" all developed into a life-like reproduction of the great hours of our national birth, always heightened by the youth and the fervor of the lads themselves.

At times it was emotionally moving and many eyes were in tears of that peculiar reaction that comes from seeing memorable scenes re-enacted.

Louis Steele as John Hancock, president of the convention, was resolute, stout of voice and abounding in tact. He was a fine suggestion of the old Beacon Hill, Boston patriot, who hazarded his great wealth and his prestige on what seemed a hopeless cause.

Here are the names of the lads participating. Read them and ponder and ask what need we have for American institutions when our schools teach such lessons.

For the Declaration:—

John Hancock, president, Louis Steele; Richard Henry Lee, Joseph Margolin; John Adams, Sam Scolnik; Roger Sherman, Deane Cook; Benjamin Franklin, Lambi Michaldi; Samuel Adams, Harold Foss; Joseph Hewes, Philip Doukas; Patrick Henry, Ross Carr; Thomas Jefferson, Charles Latham.

Against the Declaration:—

Edward Rutledge, Bernard Hartley; John Dickinson, Newall Pulsifer; George Walton, Marty Rosenthal; Robert Morris, Eugene Ashton; Josiah Bartlett, Leopold Warchalowski; Stephen Hopkins, Martin Sprince; William Floyd, Walter Emerson; Caesar Rodney, Lewis Kontas; Lyman Hall, John Stretton; Samuel Chase, William Ramsay.

The representation took over forty minutes. It went with a snap and a force. The speeches were wonderfully well given.

Cheers and long-continued applause and cheers for the boys and for the principal of the school were given lustily. And the lads came back with cheers for Rotary.

Homemaker, Educator and Stateswoman

By M. J. EICHEL
Albany, N. Y.

The history of this country reveals the fact that throughout its national life the ranks of the educationalists, from grade school teachers to college and university professors, have supplied diplomats and statesmen of eminence. Now in Mrs. Florence E. S. Knapp, Secretary of State for New York, they have supplied a stateswoman.

Like many of the rest of us, an ill turn of fortune brought Florence Knapp, young and full of the love of her cozy domesticity, out of her home to join the rapidly growing army of women wage-earners. To assist her husband at a time of financial difficulty and ill-health, she accepted the presumably unimportant position of superintendent of a small district school on the outskirts of Syracuse. She made that school one of the most important of its size in the state. Later a model of it was exhibited at the Pan-American Exposition.

From principal of the little Fairmount school she quickly became district superintendent, all the while acquiring an increasing interest in the engrossing problems of rural education. After the death of her husband she studied for a year at Columbia, in the Department of Rural Education and Industrial Arts, continuing later at Cornell and Syracuse University.

Upon the entrance of the United States into the World War she joined the forces of Mr. Hoover. With Jacob Gould Schurman she directed the Food Conservation program in her state. While still engaged in this work she was requested by the late Chancellor James Roscoe Day to organize and direct his new School of Home Economics. Under Mrs. Knapp's leadership its development was so rapid that within a few years it became the College of Home Economics. Today it has an enrollment of over three hundred students and a faculty of fifteen members. Mrs. Knapp has been its dean since its inception.

When the women of her state became enfranchised she was looked to by those in her county for guidance in political matters. Very quickly that extended out over the state and into the national councils of her party, until in the fall of 1924 she was elected to the important position she now occupies.

Aside from her political attainments Mrs. Knapp is possessed with three outstanding qualities. She is essentially a homemaker, an educator, and an American. She believes the home and the school supply the paramount influences in a human life. Never through the years of her career has she wavered in her interest in rural education. As for her Americanism, she is a descendant of the famous Revolutionary families of the Lowells and Hancocks, while she married a man, one of whose ancestors was General Philip Schuyler. But ancestors aside, she believes the past and future greatness of the American people rested and still rests in the traditions and culture of our homes and educational institutions.

Personality of West Virginia

By A. E. WINSHIP

West Virginia has an exceptional personality, due in part to the fact that she was born in 1863 and in part to the why she was born, but much more to her association with Ohio and Pennsylvania,

A large percentage of her soil stands up on end, and a larger percentage of her wealth is under the surface, but neither her rumpled, crumpled surface nor her black interior are responsible for her personality.

The common schools are playing and have played an important part in the making of West Virginia.

Twenty-five years ago an unusual personality became state superintendent of public instruction of West Virginia, and for ten years he brought to West Virginia vitalizing educators from many states. He attended the summer and winter meetings of the National Education Association, heard the leading men who he thought would bring the teachers of West Virginia real messages. He arranged tours so that every section of the state, every county, every important city and town heard every year or two several of the public school men who would do the communities a real service.

Everywhere teachers and children, the leading citizens and other adults always gave the speaker a fine audience. Every one knew what State Superintendents of Maine and Vermont, Stetson and Mason, were doing for the schools; what County Superintendents O. J. Kern in Illinois and Cap E. Miller in Iowa were doing that made their schools famous. He always played up the leaders in Ohio and Pennsylvania.

He brought no theorists, no experimenters, but men who had demonstrations to describe; men who had a lot of sanity and inspiration. Those were really wonderful years for West Virginia.

In those years State Superintendent Thomas C. Miller had an unusual man as assistant, a young man who absorbed all the professional aspiration of his chief, all the messages brought from other states. And when Mr. Miller accepted a Normal School principalship in the state, his assistant with eight years of comradeship became state superintendent with an ambition to see for himself these various demonstrations, and few state superintendents in the next fifteen years saw so much of the best schools in administration and progressive classroom methods as did M. P. Shawkey, who was accorded a high place in the councils of the administrators of the country.

In these twenty years when the public was throbbing with devotion to the children and their schools the State University blossomed out educationally, and the Normal Schools began to flourish. The invasion of progressive school men in early years of the century had created the needed atmosphere. The legislators appreciated the importance of education, and the voters wanted superintendents for cities and counties who were educational leaders, and the high schools increased and expanded.

There has been no time in the twentieth century when the teachers and the public of West Virginia have not appreciated educational progress, and today there is no state in the Union that has better professional talent in its institutions than has West Virginia, and the brightest sane men and women in direct educational service come there from the Pacific Coast, from the Intermountain and Western States, from the Northeast and Southwest, and the best messages are the best appreciated by the teachers.

This year the State Association at Huntington enrolled nearly 4,500 teachers in attendance, and they were actually in attendance upon the sessions as well as upon the breakfasts, luncheons, dinners, and banquets, which were as numerous as they will be at Washington in February.

There can be no better sample of the spirit of the school people than in the special train arranged by Superintendents Edwin C. Wade of Bluefield and F. R. Hanifan of Williamson on which 940 teachers, 100 per cent. of the teachers of two counties, came to Huntington.

The State University, the State Normal Schools and Colleges, and all the other colleges were there enthusiastically, as was the State Department under the leadership of Captain Ford, yes, and Governor Gore himself was there.

We have known state associations for many years, never more than this year, and we have never seen a more universal attendance, a more uniform professional spirit, with an entire absence of grouch and whine and indifference, than at Huntington.

President W. C. Cook and his clear-cut presidential message were appreciated by everyone, and the executive secretary, W. W. Trent of Elkins, had every detail in hand every minute, and at every angle. The leadership which began with the twentieth century had its full fruitage in Huntington on November 5, 6, 7, 1925.

And Huntington, Superintendent C. L. Wright and Dr. M. P. Shawkey, president of (John) Marshall College, and Miss Virginia Foulk, county superintendent, saw that every detail of hospitality was functioning every minute.

Secondary Education Shortcomings—and a Way Out

By A. O. BOWDEN
President, New Mexico State Teachers College
Silver City, New Mexico

By means of our labor-saving mechanical devices the actual amount of time required to earn a living is continually being lessened. We are having more and more time for leisure and much more cultural education is becoming increasingly necessary. This is not an argument for decreasing our vocational training, but an attempt to show that culture in the broadest possible consideration of the term is now and will continue to grow into greater importance. Cultural education in this sense includes all education not preparing specifically for use in earning a living. In fact, all formal education is either for vocational or for cultural purposes. We are dealing here with proposed cultural courses in non-vocational curricula for students who are, or should be, in high school between ages fifteen to eighteen, inclusive, whose intelligence level and present economic status is such that these students will in all probability not attend college. It is predictable that their future economic status will be such that they would not profit by courses planned for those of superior mental ability. The writer's experience has been largely drawn upon in formulating the criticism of the present prevailing system and also as a basis for projecting the proposed new curricula.

In offering this non-vocational curriculum it is remembered that the adoption of such curricula as suggested here would almost disrupt the present high school curriculum, at least for all students except those planning definitely on a college career, but that is a matter of little concern if what we now have is not netting to the great mass of high school students and to the tax-paying public the maximum of results for the expenditure of time and money involved. The proposals are arranged so that the present financial system of public education would be no more hard pressed by these changes than by the old system. That is to say, under our present economic system it is quite possible to introduce such a change with proper adjustments and obtain much more practical results.

Of the 16,000 high schools of the United States, the actual number of small high schools outnumbers those of the larger and better-equipped type, but American population is rapidly becoming urban, and already the great majority of all high school students throughout the United States are in attendance in high schools with enrollments from 500 to 3,000 students, hence the conditions and environments of the high school population are essentially urban. For this reason the proposed curricula are made for high schools in cities from 10,000 to 100,000 population. In such cities we usually find first-class picture shows, fair to excellent city library facilities, etc., and withal, essentially city advantages. This environment makes it necessary that the cultural education of those attending high school should enable them to leave school at the age of eighteen with a maximum of the culture of our civilization, so that they will have abundant spiritual growth and a profitable means of enjoying their leisure. With slight modifications in content the curricula we are proposing could be used in rural high schools as well as in the largest city high schools.

We have deliberately chosen the expression "for those whose intelligence and economic level, and, therefore, social level, is such that they will not in all probability attend college" rather than the term "inferior" intelligence, since, according to the classification of some psychologists, pupils of inferior intelligence do not reach the high school, or even complete the grammar school grades. But here it must be explained that the purpose of this article in planning for all those between the ages of fifteen to eighteen, inclusive, it is intended that those who are between these ages and either for lack of intelligence or for lack of financial ability have failed to attend the grammar grades to completion, are to be included. It is chiefly for those of mediocre ability and limited means, those who will not or even

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"The theory seems to hold in college and high school that unless a subject is 'hard' it has little value, and hence many teachers perform on the belief that it is the teacher's business to make a subject difficult."

cannot attend college that we are thinking.

Before submitting a new curriculum it will be necessary to show that the present high school courses of study (1) do not meet the cultural needs nor mental levels of students here under consideration; (2) they are highly artificial, and do not give the maximum of culture even to the superior youths; (3) the methods of instruction are faulty because they are too academic and unsuited to an unfolding youthful mind; (4) the textbooks are ill-adapted to a newer, improved method of teaching.

The present high school practice was not intended and assuredly does not function for those who may not or cannot attend college. The schools are dominated by academic accrediting agencies of which there are many in the United States. Much of the subject matter is stilted, and out of touch with present civilization trends. In English courses many of the old English and American authors are studied about in a memoriter fashion, and but little of what the given author has written is studied. That which is studied is killed by over-analysis. Students are taught *how* to read literature and *not* taught to *read*. That is, little or no love for reading is created in school in these youths. Even oral English is not improved to any great extent in the classroom instruction. We have required reading about poetry and have not created a love for poetry. The idea of college entrance examinations is the incentive for learning the facts about literature. This is true even for most of those who go to college.

In history we find the same difficulty. Too much ground is covered in too short a time, and the result is that history too often has become an exercise in memorizing dates, examples of military and diplomatic strategy, etc., and but little attention has been given to social trends of the time. Too much of ancient history and too little current history has been taught. There is no attempt to get the students to see that the greatest need is to be able to interpret the happenings of the present generation and those immediately passed. The texts and methods in history courses in high school, perhaps, are more at fault than the selection of the content material.

Science in the high school too frequently is taught too much by the "clock," by the number of pages, by a certain number of laboratory exercises that dwindle into mere performances on the part of the student.

Mathematics and language fall under the same condemnation. They are both studied and taught either for their "disciplinary" value or purely for purposes of college preparation, and this aim results in requiring the student to acquire by memory or faulty reasoning, definitions and formulae not useful in practical life, and certainly not of much value in broadening one's cultural background. The method of teaching language is deadening to its cultural content. Language requirement is purely a hold-over of the old "disciplinary" theory of education or for college entrance and is looked upon as such by most teachers of language and students and parents. Such a theory is almost generally accepted by high school language teachers that language and mathematics are both "mind trainers."

The theory seems to hold in college and high school teaching that unless a subject is "hard" it has little value and hence many teachers perform on the belief that it is the teacher's business to make a subject difficult.

What little social science content is now included in the high school curriculum is academic, dry and given an inferior place. Such subjects presumably are considered of little value as a "mind trainer" because it is believed that they are not "hard." Civics and economics are included under the category of social science.

The Department of Art (including music) in high schools is equally as great a sinner. Teachers of the fine arts in public schools have thought more about copying European standards of art than they have about developing originality in the students to enable them to produce something "American." We hold that the present high school curriculum is not only unsuited to those students of mediocre ability and those of economic handicap from a standpoint of culture, but it is not even living up to its possibilities for the superior-minded youths who do go to college. We feel that were it not for the present domination of the college over the high school, plus the ignorant conservatism of many public school administrators and teachers, and were the high schools free to work out their own destiny under expert leadership, that even for the superior-minded much more could be done culturally and also for better preparation for college work than is now done under our present system. Now we waste both time, money and intellect trying to keep enthroned the past standards, static in function, for a developing dynamic society.

The unfortunate point about the whole matter is the type of teacher required to man the teaching force of the high schools. For the most part they are college or university graduates, schooled in the academic atmosphere of the "old-line" college or university, and there they have these academic-minded teachers and go out as academic-minded teachers as a result, with the effect that their teaching is poorly adapted to any secondary school. Such teachers often have the vocabulary of scholarship without the scholarship, and even if they do have a few courses in psychology and methods of teaching, it is merely for certification purposes and no attention is paid to the real significance of the subject matter of modern pedagogy. The broader aspects of method are too frequently overlooked in which the correct life-attitudes and definitions of situations with desire to act are neglected. They meet the requirements

for the certificates and teach as the university professor teaches. Consequently, the secondary teaching is a second-handed type of almost universally faulty college teaching. Teachers trained in such atmosphere have a poor attitude-equipment for teaching immature youth. They forget that the pupil, particularly the inferior pupil, should be the first consideration rather than the subject matter of the course. The instruction is humdrum, unvaried to suit the need of this special class. The result is that so far as these pupils are concerned, the time of both teacher and pupil, and the money spent, are almost entirely wasted, particularly from a cultural standpoint.

Culture, may it be emphasized, is a matter of spiritual growth, not only so but a matter of spiritual growing. It is not static, something given and deposited in lump to remain as a fixed quantum. It is maintained that no subject has even cultural value unless it functions in the life of the one supposedly "cultured," in the sense of spiritual growing and enjoying. When a subject is so taught that for the individual pupil it kills, instead of creates, interest, it has neither cultural nor vocational value, except at the minimum level.

The last and by no means the least shortcoming of our present system of education for pupils of the high school age is our faulty textbook system of instruction. One cannot put new wine in old bottles, lest the wine be spoiled. Neither can the needed educational reforms be introduced unless the entire system be rechecked for its shortcomings. Before any serious change can be made in line with the contention of this article, the textbook system will have to be greatly altered. Even the large number of good teachers are relatively helpless without proper tools. Most textbooks used in high schools for all classes at the present time are arranged on the logical basis of the subject rather than on the psychological make-up of the pupil.

As stated earlier in this article, all pupils between the ages of fifteen to eighteen should attend high school and be provided with suitable instruction on cultural levels that suit their level of intelligence and economic status, whether or not they have completed all the traditional grammar grades. It is for these, as well, that the following cultural courses are proposed. While we are suggesting many radical changes from the conventional high school courses we should not forget that Tradition is all we have. It is the basis of the present mores. But we should select the social inheritance that should be passed on and guide this class of students in their selection of materials which is to be a workable basis of culture in their lives after leaving school. They should be instructed in school in the light of what they, with their intellectual and economic status, may become. To take the place of the faulty textbook system which we now have we should divide the present courses in history, science, language, literature, mathematics, social sciences, art, etc., into units or courses lasting approximately six weeks. Each of these unit courses should be organized around some central problem or project within the comprehension of boys and girls of these ages by years. For example, those units open to the fifteen-year-olds should be of certain degrees of difficulty so that students of the mental calibre under consideration could easily learn. Those for the sixteen-year-olds, a little more difficult, and so on, up to eighteen years of age. This sort of an arrangement would not lower the standard of graduates from the high school. It would raise it, for it would tend to select the material necessary to the understanding of the principles of the field and leave off the non-essentials. It would tend to make the work concrete; it would require a sort of laboratory method in all subjects and thus appeal to the interest of developing boys and girls. Pupils of this level of intelligence normally should be able to complete twenty-four of these unit courses per school year, the brighter pupils could do it in less time. Ninety-six to one hundred of these selected units should be required for graduation. Another advantage it would have—it would avoid the disconcerting psychological effect of failure for the pupil. He could go as fast as he could and as slow as he must. It would fit in with part-time students. Then students would not be classified by years in high school as they are now doing in imitation of college classification. It would give a sense of completing something definite in the mind of the student. It would insure for him more individual work and prevent the present great waste of time on the part of the student. The elements, the A B C's of all subjects, especially the sciences, mathematics, etc., are simple and easily mastered. These elements may be developed in a simple way by this "project method" of organization. There could be enough of these elemental projects to make the required number of units in any field to insure a moderately thorough grasp of the principles of the field, say of physical science, and at the same time furnish sufficient data to give a rather broad cultural background. Instead of the instruction becoming "scrappy," as some will object, it will do just the opposite, for it will make what they do become clear and concrete.

To go into a detailed analysis of the many possible units, or projects, in each of the broad fields of mathematics, language, physical science, mental and social science, history, etc., would lead us beyond limits of this article, but the following is given to furnish a concrete illustration of what is meant. For one project which would likely not be beyond any student of the case group here under consideration, let us take the ordinary ice-box. It could be either a project in the Manual Training Department or in the Department of Science. This could easily be made, and it

would not only furnish a basis for instruction that would have high cultural value in physics, but may be made a very useful article. To begin, a knowledge of woods could be acquired, some elementary arithmetical calculations could be used and enough of geometry to understand the meaning of an angle. Then he would learn much about air currents, the reason for placing the ice in the top instead of the bottom. Methods of making ice, etc. Some facts about the effects of heat or different temperatures on germs, etc., why milk "sours," why food "sours," or "spoils," and some few points about sanitation. This is a concrete way of experimentation without going through a whole course of physics or biology, or manual training, as now taught. Since these facts and the general use of the ice-box are common "adult" knowledge, it could vitally function culturally in the education of the pupils. Many more such illustrations could be furnished from such fields of knowledge as chemistry, physiography, social science, etc. Such a system of the arrangement of content material would demand a different method on the part of teachers from the ordinary text-book method now in use. It is not recommended that the curriculum for cultural purposes be slip-shod and hodge-podge, but that unit courses or projects, although as nearly definite units as possible in themselves, they should be selected and written with as much interrelationship as possible to give a continuity to a year's work. Two types of trained experts should collaborate in making these texts, or any school texts. The specialist in physics, or in any other field of knowledge, may know the fact side of the subject but he does not understand the human element necessary to planning a course of instruction. On the other hand the present type of school administrator may know the basis of method on psychological levels but is not a sufficient scholar in the subject to bring to the school text that mature scholarship which is necessary. Hence, both types of men and women should be used in making these texts. Neither is alone suited to do the whole task.

Granting, then, that in place of the old-time textbook we have a large number of units or courses in each field of knowledge represented by the present curriculum, the work for the various years may be roughly outlined in this fashion:—

FIRST YEAR STUDENTS

Mathematics.—The work should be general —not algebra nor geometry, but three or four of the mathematical units sufficient to give these students a general reading vocabulary of the commonly found terms in algebra, geometry, and trigonometry. There would be no attempt to prepare to pass college entrance examinations. But just how much consumer's algebra or geometry, or trigonometry, would have to be determined by an extended investigation as to the actual cultural needs of these pupils. The elements of these subjects are simple and could be understood by inferior minds. Some common conceptions of mathematics (how much or how many is not known) are necessary to the student's general reading.

Language.—A general course in language consisting of probably six units which would give an understanding of some of the simplest principles of language—several foreign languages. There is no reason why we should not teach general language any more than general science, or general mathematics. It is much more universally used than any other tool of the human mind. Then why not? It would be equally as valuable and as easy to learn. Some of the hybrid words, how they come, and roots of Latin and Greek words, etc., etc.

Civics.—Some projects in this subject should be given each year, at least for the first three. In this would be included such direct and concrete interrelationships of individuals in a community as public sanitation, prevention and treatment of crime, public state institutions, and many matters of common, local community interests.

Science.—This field is so broad that a large number of units are at the disposal of teachers and students for selection. Agriculture, two or three projects, biology, physiology, hygiene, etc., etc.

Occupations.—Much practical benefit as well as general cultural value could be derived from this study. Perhaps six units in this treated in connection with commercial geography, transportation, communication, industry, trades, etc., would have great cultural significance. Students should know something about the work that the other fellow is doing.

Literature.—Five or six units should be devoted to teaching the students to read present-day literature, etc., etc., instead of how to read. Read modern fiction, first-class magazines and others, several good newspapers. An attempt should be made to render the students critical-minded in reading news of the day, to prevent so great a tendency to "crowd-minded" activity. Some modern poetry, etc.

SECOND YEAR STUDENTS

(or those with sufficient pre-requisite units)

Civics.—Concrete problems of vital interest such as was given in the first year.

History.—Five or six units each of which built around as many outstanding events as noted biographical sketches of Americans, etc. Personal data should furnish the chief point of investigation on the part of the students if it is biography.

Literature.—Six units. These could be a combination of written and oral composition or discussions on one or two best books in fiction of the decade, etc. Discussions of the items in the newspapers, etc. Books of travel, essays, etc., popular science—anything to create a love for reading something elevating that is in the reach and level of such students.

Anthropology.—Six units, each based on

different peoples, organized to give students an idea of modes of living, customs and manners of different peoples, especially concerning the people from countries furnishing our immigrants. Nothing technical, such as somatology, or technical ethnology, should be attempted. This is a very rich field and wholly unexplored so far as the public schools are concerned.

Science.—Six units from other fields than those studied in the previous year.

THIRD YEAR STUDENTS

(or those with sufficient pre-requisite units)

Civics.—Sociology and economics, taxation, etc.

Literature.—Six units or projects, leading to an understanding of the whole field of literature, folk lore, some best translations of some of the Latin, Greek and Oriental classics.

History.—Six units in contemporary history of leading civilizations of the present day, with, perhaps, additional units in anthropology of some of these nations.

Cinema.—The moving picture industry, developing the movement and the industry; its source and production of some of the best pictures. Some matters concerning the radio business, etc.

Sociality.—This should have instruction in manners, human relationships, the art of conversation, ceremonials and their effect on social control, altruism, actual interest in others. In this field lies the whole field of character building, high ideals, principles, and the like.

Art.—Instruction in this field should be by piece work and should enable those who have special ability to develop further than the mere amateur stage.

FOURTH YEAR STUDENTS

(or those with sufficient pre-requisite units)

No specific requirements as to subject matter need be listed here. Students in this year should have opportunity to elect as many and varied unit courses as their time and ability would warrant. Additional units in all the general cultural fields mentioned above, giving the widest possible range for selection and individual development.

IN SUMMARY

1. The present curriculum and the manner in which it is administered does not function either culturally or otherwise in great mass of students whose mentality and possible economic status prevent college attendance,—because methods of teaching are unsuited to these: because textbooks are ill-adapted to the needs of these students; because teachers are not properly equipped to do the work needed by students of these levels and status.

2. The proposed plan will more nearly meet the cultural needs of these students because it provides for the organization of the subject matter in such a way that students of these mental levels can grasp the content and use it in life after school. It will tend to develop interest instead of killing it. Such a breaking up of the yearly "courses" in high school will accommodate the part-time students and provide a means for individual advancement of the students and thus prevent failure.

If we grown-ups had our lives to live over again, we should all of us, or most of us, commit to memory the best things we could find in the world's literature. For we have become aware that what we keep most tenaciously is what we acquired in those earliest years. I can myself see the words on the page of a spelling book across a half century. A song written upon the blackboard by the teacher about the man in Androscoggin who to the westward set his face, has never been erased, though the little schoolhouse was long ago removed from the prairie landscape. The behavior of Xantippe Caloric, wife of Socrates Somebody, is still remembered, though it should never have been learned. Something worth carrying through the years should have been substituted for it. Other passages, as well as the opening lines of "Anabasis" and of "Paradise Lost," might as well have been learned by heart.

Much time was spent in doing and learning things that neither added to one's stock of worth-while knowledge nor contributed to mental discipline. But since we cannot ourselves have that opportunity to go back and try it again, the next best thing that we can do is to help others to do what we would have done in childhood and youth.

But it isn't enough to put these choicest things in a book and then put the book before the child. We remember that in which we are interested. The pupil's interest must be engaged and held. Children will not begin to memorize in order that they may have in age the comforts and pleasures of the "recollection of great thoughts, lovely images and musical words gathered out of literature," any more than they will begin to save pennies for old age. There must be earlier if not immediate satisfactions. These are to be found in the joy of the acquisition and the consciousness of growth, which comes by reason of such acquisition. The child must be led into a real and intelligent interest in the selections. And what one gathers then is practically put out at interest,—compound interest, too. Moreover, the more the thing learned is used, the more permanent it becomes as a personal possession.

—John H. Finley, in Introduction to Edward W. Stitt's "Memory Selections."

Book Table

AMERICA'S MESSAGE. Edited by Will C. Wood, State Superintendent of California; Alice Cecilia Cooper, Oakland, and Frederick A. Rice. Cloth. Boston, New York, Chicago, San Francisco, Atlanta, Columbus and Dallas: Ginn and Company.

While there are innumerable school books focused upon Americanism and Patriotism there was left a place for this book quite unique, because wholly unconventional. Disregarding rather brilliantly the traditional logical and chronological scheme, it puts the spirit of patriotism above the stress of tradition, and gives the approach to every vital deed and to every virile personality in our history.

Each of the fifty-four selections is special appeal to the heart of every young American as it was to all Americans when it was written.

There is not one of these selections, whether of prose or poetry, which should not be read with the setting here given it by every person in America before he leaves school.

STONE'S SILENT READING. Book One. By Clarence R. Stone, assisted by Helen DeWerthern of St. Louis. Illustrated by Ruth Julien Best. 112 pages. Book Two. By Clarence R. Stone. Illustrated by Edith F. Butler. 224 pages. Book Three. By Clarence R. Stone. Illustrated by Ruth Sutherland. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

Mr. Stone has succeeded in making books that are quite different from other school readers, and yet there is nothing startlingly new.

In Book One the prevailing appeal for silent reading is doing things. The illustrations indicate the things to read about. We have seen nothing comparable to the number of things a child is told to do in Book One. There are 185 directions for things for children to do, in the first twenty pages.

Book Two has the child learn something by his silent reading, and among the "Doing Things" matching sentences and pictures.

Book Three emphasizes things to do and learn quite an advance on Book Two. The lessons are adapted to character development. They are also focused for learning the right use of words and sentences as well as facts of historical significance.

In each of the books attention is given to the thinking of the children.

Mr. Stone makes silent reading serve many important purposes. He has a purpose in every lesson the children read.

The illustrations are as useful as they are beautiful.

Each of the great demands of the day is magnified attractively. This is especially true of character functioning, which has never been in such demand as it is at present. Milton Fairchild of Chevy Chase, Md., has had the luxury of offering $20,000 as a prize for a most satisfactory essay on character training, and he is issuing all sorts of documents on the subject, and the National Education Association has a standing committee of which Dr. Milton Bennion of Salt Lake City, State University of Utah, is chairman. Mrs. Helen B. Paulson of Auditorium Hotel, Chicago, has character inspiration of little people brilliantly presented through Mother Goose dolls and rhymes, and now the Conservatory of Music, Ithaca, has a complete plan, Edward Amherst Ott, director, for having students chart their own conduct in many ways which contribute to character rather than mere reputation.

All this has made it inevitable that School Readers should magnify character through conduct, and Mr. Stone and his publishers have a delightful self-searching question plan bearing on the personal character achievement of the daily life and thought of children.

FIRST COURSE IN SPANISH. By Joseph A. Alexis, Ph.D., Professor of Romance Languages in the University of Nebraska. Cloth. Illustrated. 303 pages. Rock Island, Illinois: Augustana Book Concern.

Professor Alexis is the author (in collaboration with Professor A. D. Schrag) of a successful "First Course in German," and brings to the task of writing this introductory Spanish book the experience gained in the earlier work, supplemented by actual classroom use of the present material, much of which, he tells us in the preface, was compiled during sojourns in Havana, Mexico City, and Madrid. The book contains 59 well-graded lessons each of which comprises a small amount of grammatical material; a vocabulary (arranged according to parts of speech); a connected passage in Spanish; and exercises for oral and written composition, including substitution exercises, based on the preceding. The model texts deal with life in the school and outside, and with geography, travel, history, description, etc. The book is illustrated by some fifty reproductions of photographs and three maps, and the illustrations appear to have an organic relation to the texts with which they are respectively presented. Appendices contain the usual verb-paradigms, a reference list of common irregular verbs, a list of verbs followed directly by the infinitive or by the various prepositions, etc. The indispensable Spanish-English and English-Spanish vocabularies and an index are included. The typography is excellent, in general; the book is apparently free of misprints, and type-variation is employed with unusual effectiveness pedagogically. The introduction on pronunciation is very well done; use is made of phonetic symbols, the descriptions of the various sounds are clear and concise, and the variations in pronunciation between Spain and Spanish-America are mentioned, but not over-emphasized. The book has a marked appeal to teachers of beginners' classes in Spanish.

FRENCH SHORT STORIES OF TODAY. Edited, with introductions, notes and vocabulary, by Margaret W. Watson, formerly associate editor, La France. Cloth. vi+182 pages. Price, $1.00. New York: Charles Scribner's Sons.

Here are twelve stories chosen from the works of ten of the best contemporary French writers—Clemenceau, Anatole France, Henry Bordeaux, Coppée, Tinayre, Frapié, Le Braz, etc.,—representing various parts of France and illustrating various sides of the French character. Miss Watson has provided a brief sketch in English as an introduction to each author, and in addition to the usual vocabulary has prepared footnotes which explain difficulties of the text and give needed geographical and historical information.

Most progressive modern language teachers restrict the reading in elementary and intermediate classes to short plays, historical selections, and short stories. This unpretentious but useful book offers excellent material of the last type mentioned.

SILVER PENNIES. A Collection of Modern Poems for Boys and Girls. By Blanche Jennings Thompson, City Normal School, Rochester, N. Y. Illustrated by Winifred Bramhall. New York: The Macmillan Company.

Most heartily do we say "Thank you" to the collector of "Silver Pennies," for her book of delightful verse with her appetizing approaches to each of the ninety bits of verse nowhere served up to little people as they are served here.

We have nowhere seen the same human touch of child life coupled with sane psychology of the child mind as in the introduction to "Silver Pennies."

"If a poem is worthy at all, it isn't tough—it is frail and exquisite, a mood, a moment of sudden understanding, a cobweb which falls apart at a clumsy touch.

"Most poems are better understood by being read aloud intelligently, in a low-pitched sympathetic voice, untouched by sing-song. They should be phrased as in music, according to the meaning, still preserving the rhythm and music of the lines. Some poems should be chanted or intoned. Would there were no such thing as elocution as that word is commonly interpreted! It is fatal to any poem. A simple, sincere, and unaffected reading is the best tribute that can be paid to the poet's work.

"Children in a class should not all learn the same poem, nor yet poems which have no appeal for them. Moreover, no poem should ever be memorized a line at a time or even a stanza at a time. The child should see it and hear it, and, in the case of older children, write it until it is stored in his memory in a natural and unmechanical manner. Teach him to remember the sequence or pattern of a poem, and the words will slip into place as do the colors in a kaleidoscope."

EDUCATION FOR MORAL GROWTH. By Henry Neumann, Ph.D., Ethical Culture School, New York City. Cloth. 383 pages. New York: D. Appleton and Company.

The Ethical Culture School, New York, has a rare personality which pervades everything any of its faculty write, and Dr. Neumann is now one of its best representatives with the pen. The best service we can render our readers is to quote a few sample sentences such as may be found on practically every page.

"It stands to our disgrace that a world which could master natural forces, as it has done, has not yet been able to master its own moral anarchies.

"Not everything can be taught with the aid of test tubes and miscroscopes and slide rules.

"A spiritual culture will keep the scientific standards in their proper place.

"The best reward for possessing ability is the chance to use that ability fruitfully.

"What our young people study, how they study, what they see exemplified in fellow-pupils and teachers, what they practice for themselves, the attitudes they are encouraged to take toward life in all their contacts with school, home, vocation, community—all these offer occasion to develop ideals, outlooks, habits, of a kind sorely needed in the world and of a better kind than are likely where attention is not focussed upon them."

ADOLESCENCE: EDUCATIONAL AND HYGIENIC PROBLEMS. By Maurice A. Bigelow, Ph.D., Teachers College, Columbia University. The National Health Series. Edited by the National Health Council. Booklet. Leatherette. 60 pages, 300 words to a page. New York: Funk and Wagnalls Company.

This handy booklet of 18,000 words is as sane and wholesome treatment of Adolescence as we have seen. It is every way adequate for teachers and parents and is all the more valuable because it is not burdened with the unimportant sexual discriminations usually found in books upon this subject. Dr. Bigelow was selected by the National Health Council to prepare this book because he had demonstrated exceptional ability to deal scientifically with the physical and psychological phases of the subject. He has shown conclusively in this booklet that he is a safe counselor of parents and teachers about their boys and girls from eight to eighteen.

VOCATIONAL EDUCATION IN A DEMOCRACY. By Charles A. Prosser, Ph.D., Dunwoody Institute, Minneapolis, and Charles R. Allen, Federal Board of Vocational Education. Cloth. 580 pages. New York: The Century Company.

No other two men have had so important and interesting association personally and professionally with vocational education from the beginning of its importance that Messrs. Prosser and Allen have had. They were raised up, as it were, to create public interest in and sustain public devotion to the wise promotion of vocational education. The story of the last twenty years could have been told by no others, and the publishers have enabled them to present this story most satisfactorily.

Books Received

"Drums." By James Boyd.—"Caravan." By John Galsworthy. New York: Charles Scribner's Sons.

"Short Stories for Class Reading." Edited by Ralph Boas and Barbara Hahn. New York: Henry Holt and Company.

"Samuel Pepys." By James Lucas Dubreton. New York: G. P. Putnam's Sons.

The Andrew Lang Readers. "Blue Series." Books I.-VII. "Green Series." Books I.-VII. New York: Longmans, Green and Company.

"The Fundamental Principles of Learning and Study." By A. S. Edwards.—"High School Observation and Practice." By William Adelbert Cook. Baltimore: Warwick and York.

"O'Malley of Shanganagh." By Donn Byrne.—"Dipper Hill." By Ann Bosworth Greene.—"The Teaching of Science and the Science Teacher." By Herbert Brownell and Frank Wade. New York: The Century Company.

"La Bûche." By Anatole France. New York: Oxford University Press, American Branch.

"Through Science to God." By Floyd L. Darrow. Indianapolis: Bobbs-Merrill Company.

"The Education of the Modern Boy." By Alfred Stearns, Samuel Drury, Endicott Peabody, R. Heber Howe, W. L. W. Field, William Thayer. Boston: Small, Maynard Company.

"A One-Book Course in Elementary Music and Selected Songs for the Schools." By Charles A. Fullerton. Cedar Falls, Iowa: Fullerton and Gray.

"American Speech." Baltimore: Williams and Wilkins Company.

"The Visiting Teacher Movement." By Julius John Oppenheimer. New York: Joint Committee on Methods of Preventing Delinquency.

"The One-Teacher School in Delaware." By Richard Watson Cooper and Hermann Cooper. Newark, Delaware: University of Delaware Press.

"Social Guidance in Cleveland High Schools." Published by Cleveland Teachers Federation, Cleveland, O.

"Who's Who in Music Education." By Edwin N. C. Barnes. Washington: Music Education.

"Education as World Building." By Thomas Davidson. Cambridge: Harvard University Press.

"Projects for All the Grades." By Frank M. Rich. Chicago: A. Flanagan Company.

"Practical English." By William D. Miller and Harry G. Paul. Chicago: Lyons and Carnahan.

"Economics of the Radio Industry." By Hiram L. Jouve. Chicago: A. W. Shaw Company.

"John Cary." By Sir Herbert George Fordham. Cambridge, England: Oxford University Press.

"Teaching High School Latin." By Josiah Bethea Game. Chicago: The University of Chicago Press.

"Silent Reading for Beginners." By Emma Watkins. Philadelphia: J. B. Lippincott Company.

"The Relation Between Science and Theology." By C. Stuart Gager. Chicago: The Open Court Publishing Company.

TREND OF THE TIMES

Reichstag Adopts Locarno Peace Plan

The German Reichstag, on November 26, voted 271 to 159 to adopt the Locarno program which provides for lasting peace in western Europe. The plan carries with it Germany's entry into the League of Nations. Nationalist opposition to the government's policy took the form of amendments which were overwhelmingly defeated. President Hindenburg expressed his intention of signing the pact before the next international conference which is to be in London.

Alexandra Buried in Westminster Abbey

Death of Queen Alexandra, mother of King George of England and widow of the late King Edward VII, occurred November 21, and was followed by universal mourning. Alexandra was buried in Westminster Abbey, there to rest among the rulers, statesmen, poets and philosophers of England. Four kings marched through the snow in the funeral procession. These were King George V, Haakon VII of Norway, Christian X of Denmark and Albert of Belgium. It was during a snowstorm, sixty-two years earlier, that the Danish princess had arrived in London to become the bride of the Prince of Wales.

Briand Again Becomes Premier of France

After a succession of Cabinet changes, Aristide Briand has been called to the helm in Paris. This will be the eighth time he has been premier of France. He has formed a "concentration government," having as finance minister Louis Loucheur, popularly regarded as the richest man in France.

Chapman, Noted Bandit, Refuses Pardon

An interesting clash between federal and state authority has occurred in the case of Gerald Chapman, who was under twenty-five years' sentence in the federal courts for mail robbery when the state of Connecticut "borrowed" him for trial on a murder charge. Chapman was convicted in Connecticut and ordered to be hanged. His attorney claimed this was not permissible until Chapman should have served his twenty-five years in federal prison. President Coolidge promptly commuted Chapman's twenty-five-year sentence, and Chapman declined the pardon. An extension of time has been granted by Governor Trumbull to allow submission of the case to the Supreme Court in Washington.

This Country First in Invention

More than a million and a half patents have been issued by the United States, establishing this country as the most inventive. France ranks next with about 650,000 patents and Great Britain third with 600,000. Germany, despite her activity in science, is in fourth place with 365,000; Belgium is fifth with more than 300,000. Canada has issued more than 200,000 patents, ranking ahead of Italy, Austria, Switzerland, Hungary, Spain, Sweden, Russia, Denmark and Japan.

General Wood Reports Philippine Advance

Progress in all lines of governmental activity, a decided improvement in general health conditions, a post-office run at a profit, a spreading popular desire for education and favorable conditions for rubber growing —these are recorded in the annual report of Governor General Leonard Wood of the Philippines to the Secretary of War for the year of 1924. While there have been indications of local unrest which at times threatened trouble, on the whole public order last year was good. The educational report stated that there are now 6,534 primary, 1,118 intermediate, 94 secondary and 299 agricultural public schools in the islands. Teachers number 26,339, of whom only 325 are Americans. One of the main needs of the islands, General Wood says, is a sufficient number of competent American teachers to teach English and train Filipino teachers in the language. The total enrollment is 1,200,000, of which 1,077,044 are in the elementary schools.

World Trade Equals Pre-War Volume

The total volume of world trade in 1924 was little if at all less than in 1913, the year before the outbreak of the war, the League of Nations has announced.. Hence, it declares, the world is beginning to recover from the ravages of the great conflict. On the other hand, the distribution of trade has radically changed, as the share of Eastern and Central Europe has dropped forty per cent., while that of Central America and Asia has greatly increased. Of the great trading countries, the United States, Canada and Japan are the three whose exports have increased the most. China, Cuba, Mexico, the Dominican Republic, Salvador, Honduras, Greece and Peru more than doubled the dollar value of their exports between 1913 and 1924. As the rise in the money value of goods since 1913 is estimated at fifty per cent., all these countries have materially improved their status.

Railway Car Spans Continent in 67 Hours

Two new records were set when one of the new oil-electric cars of the Canadian National Railways completed a run from Montreal, Que., to Vancouver, B. C., 2,937 miles, in sixty-seven hours. Not only is this the fastest railroad run on record for such a distance, but it is the longest non-stop run in the history of rail transportation. During the whole of the trip the engine of the car did not once stop. The average speed for the trip was slightly under forty-three and one-half miles an hour. The engine burns fuel oil and this engine in turn operates an electric generator which produces the energy by which the car is moved.

Panama Canal Trade Hit by Oil Slump

A falling off in the business of the Panama Canal during the last fiscal year was attributed, in the annual report of Governor M. L. Walker, made public by the War Department, to the slump in oil shipments from California. The number of vessels which passed through the canal in the twelve months ending June 30, exclusive of government and other ships exempt from tolls, was placed at 4,673, as compared with 5,230 in the preceding fiscal year, and the gross revenue from tolls amounted to $21,400,523.51 against $24,290,963.54.

Governor "Ma" Ferguson of Texas pardoned 105 prisoners just before Thanksgiving, making her total of jail deliveries more than 1,100 during her ten months of office.

War-Time Ships Burned for Metal

Stripped of their internal equipment and bound into a massive junk heap, thirty-one remnants of the mammoth wartime government fleet of wooden ships have vanished in the flames of a salvager's torch on the Potomac River. The ships were taken from Widewater, Va., to Sandy Point, on the Maryland side of the river, covered with a wire netting shroud, and burned to the water's edge. It is estimated that 300 tons of metal will be saved from each of the vessels by the Western Marine Salvage Company, which still has 209 of the wooden craft awaiting a similar doom.

Label Towns to Guide Flyers

As an aid to aviation the Standard Oil Company of California has agreed to paint the names of towns and cities on the roofs of its warehouses. The Army Air Service, which suggested the plan, was notified recently of the company's agreement and expects other large corporations to follow suit. Twelve-foot letters will be used, which will enable pilots immediately to ascertain their location. Major-General Patrick, chief of the Air Service, feels that the system is important as a step toward establishment of national airways.

Navy May Try Honolulu Flight Again

Another attempt to make a non-stop flight by seaplane from San Francisco to Honolulu is under consideration by the Navy Department. The failure of the PN-9-1 and the PN-9-3 to reach the islands early in September has not discouraged the aviation experts of the navy, and they purpose to try a new flight next year under plans to be worked out by the Bureau of Aeronautics, of which Admiral Moffett is the head. Just when the experiment will be made has not been determined.

Million Lives Saved by Dry Act

A report of the congressional investigation of enforcement of the Volstead law was given in an address before the Anti-Saloon League convention in Chicago by Representative Grant M. Hudson of Ohio, chairman of the committee. The information was gained from thousands of questionnaires sent to Federal and State officers, social and welfare organizations and leaders in industrial and commercial life. Representative Hudson said that a million lives have been saved by the decrease in the death rate of which prohibition has been a large factor. The lowest rate for death due to alcoholism in the five wet years preceding prohibition was 4.1 in 1915, while in the dry period it has been about one half of that figure. The replies, he added, quoted figures on decreased pauperism, increase of prosperity among working men, increase in home owning and life insurance. The prohibition laws are more generally observed today by the American people than any other laws, and the observance would be more general if it were not for the skilful, well-financed campaign of misrepresentation, he concluded.

Birds Protect Big Animals

E. P. James, of Wembley, England, writing to the London Mail about birds that protect animals, says that such birds are common in South Africa and adds: "But only one bird performs the duty for each animal. The crocodile has a bird which enters its mouth to clean the teeth of the brute. Another bird acts as sentry to the rhinoceros and warns it by screaming in the creature's ear of the approach of an enemy. I myself have witnessed these things in South Africa."

Americans Most Liberal of Rome Pilgrims

Three million pilgrims will have visited the Pope by the end of Holy Year, the Vatican estimates. More than half of these have come from foreign lands. Germans occupy first place, having made special arrangements whereby a certain number of hotels were reserved exclusively for Germans, with German cooking and German personnel. Although German pilgrims have come to Rome in greater numbers than any other nationality, the Americans have contributed the most money.

Cheap Airplane for Thin Women Only

A dainty little airplane, designed especially to appeal to feminine tastes, has appeared in the market in London, England. It is being sold for about $1,500. It is a one-seater and is built, the manufacturers say, "for thin women only." The Royal Aero Club of Great Britain has granted flying certificates to seven women. Mrs. Maurice Hewlett was the first woman honored. She and the other women have been using a two-seater machine, which costs nearly three times more than the new craft.

Filipinos Sending Special Mission Here

A resolution which passed both Houses of the Legislature of the Philippine Congress, provides for the sending of a special legislative committee to the United States for the purpose of enlightening the American people on conditions in the Philippines and the capacity and preparations of the Filipino people to assume the responsibilities of a free and independent government. The resolution declares despatches from the United States show there is a well organized group of vested interests seeking to obtain from Congress an amendment to the present Land Laws in order to extend the permitted area of sales or leases to corporations.

Organized Nagging by Irate English Wives

Jealous of the success of Britain's first "Ancient and Honorable Order of Henpecked Husbands," a group of irate wives in West Yorkshire, England, have formed a "Society of Wives of Henpecked Husbands." The by-laws of the women's society are nothing if not frank. To be eligible a woman must have been married five years, have three children and swear to nag her husband fifteen minutes three times each day.

Airplanes do not send out an "S. O. S." when in distress, but instead use the word "Mayday" to clear the air of all interfering wireless traffic.

The United States produces about 2,500,000 troy ounces of gold a year.

A baseball game between men and women held recently at Poland Spring, Me., was won by the women, 18 to 17. The men were dressed in petticoats and the women in knickers.

Every maritime authority in the world has been notified of the demolition of a certain factory chimney at Northfleet, England. The huge chimney was used in taking bearings by pilots sailing up the Thames and was marked on all charts.

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EDUCATION IN ACTION

Professor Baker Elected to American Academy

Professor George P. Baker, formerly head of the Harvard "47" workshop and now head of the drama department at Yale University, was elected to the American Academy of Arts and Letters at the annual meeting of the academy in New York City. Although there were five vacancies in the academy's membership, Professor Baker was the only person elected at this time to the ranks of American "immortals."

Americans Receive Special Consideration

City of London vacation courses in education will make special provision for American teachers in 1926. The enrollment is limited to 500, and 250 places will be reserved for Americans, according to Robert Evans, founder of the course. The course proper consists of twenty-four lectures in four subjects for each member, to be selected from three times as many. In addition visits are made to places of interest, addresses will be heard from eminent personalities and social occasions will be arranged. The Right Hon. H. A. L. Fisher, warden of New College, Oxford, is principal of the course.

College Vote Opposes Military Courses

A three-day referendum at the College of the City of New York ended with an overwhelming vote against continuance of the military courses prescribed in the curriculum of the college. The students cast 2,092 ballots against the courses and only 345 in favor of retaining them, but President Sidney E. Mezes called attention to the fact that only about seventy-five per cent. of the student body had expressed an opinion and said he had thought the vote against the courses would be much larger. He stated that the issue must not be understood as one of patriotism or pacifism. It is just a matter of a lot of college young men being opposed to prescription. College boys always are opposed to some prescription or other, he added. The faculty and trustees will consider the petition.

Anonymous Gifts Received by Cornell

Cornell University has announced gifts aggregating $775,000. Two anonymous gifts were received, one of $250,000, the interest of which is to be used for the benefit and advancement of teaching and research in chemistry. The other one, a life interest, amounts to $500,000. Victor Emanual of New York City, a member of the class of 1919, gave $25,000, which has been used to purchase manuscripts, editions and letters of the poet William Wordsworth. gathered by the late Mrs. Cynthia Morgan St. John of Ithaca.

"Co-ed" Marriages Restricted in China

Marriages between co-eds of the various government colleges and universities in China without the consent of parents have been prohibited. Governor-General Li Ching-lin of Chihli Province asserted that the social custom of the West had penetrated China to such an extent that many young men and women contracted marriage without parental approval. As the governor-general views free marriages as detrimental to the ancient doctrines, professors and students will be dismissed and punished without mercy if they persist in the practice.

University Extension Popular in Bay State

Eleven courses in ten cities are being carried on this fall under the auspices of the Harvard-Boston University extension courses, according to an announcement made by Dr. John J. Mahoney of the B. U. school of education faculty, director of the joint Harvard and B. U. educational courses. A total registration of 718 students in these ten cities is announced, and the students are practically all teachers in service who are taking this opportunity of carrying on advanced work. New Bedford, Mass., has the largest enrollment, with 203 students, 176 in a course in English and Elementary Schools and 27 in a course in Industrial Education.

Vermont School Prize Is Awarded

The school board of the town of Newfane, Vt., has been notified that the Proctor prize of $100 for improvement has been awarded to the Union School of the town. This prize was offered by Redfield Proctor, former Governor of Vermont, and Mrs. Emily Proctor, to the rural school which should make the greatest improvement during the spring and summer of 1925. The changes wrought at the Union School were distinctly a community project. The work was fostered and carried on by the Farmers' Club. The town school board furnished the money, but a large share of the labor was contributed by the men of the community. The whole neighborhood gathered for a two-days' bee. While the men were at work on the school, the women prepared dinner for the workers.

Students to Confer on World Court

Fifty-six colleges throughout the country have accepted an invitation to the national intercollegiate conference at Princeton University on December 11 and 12. The object of the conference is to bring about the crystallization of student opinion of the entire country on the World Court, with a subsequent presentation of a resolution to President Coolidge and the inauguration of a permanent organization for the formation of enlightened and militant student opinion on all questions of national and international importance. Each college will have a vote in the decision of the conference as to whether or not the United States should enter the court.

"Sick" English Treated in "Clinic"

An English "clinic" is maintained at the University of Wisconsin to aid upper-class students who have completed the required freshman courses in written English, but whose later work shows inaccuracies in English construction. The "clinic" is directed by a committee of five instructors from the departments of journalism, chemistry, history, education and English. Seventy-six upper-class students in the College of Letters and Sciences whose English was "sick" were treated in the clinic last year.

Filipino Teachers Average $23 a Month

Inadequate preparation of Philippine teachers and the instability of the teaching force in the public schools are attributed chiefly to low salaries. Dr. Luther B. Bowley, director of the bureau of education, said that the average salary paid municipal teachers, who constitute ninety-eight per cent. of the elementary teaching personnel, is about $23.70 a month.

Plan to Decrease School Deaths

The effect of teaching principles of safety to school children was revealed at an accident prevention conference in New York City under the auspices of the metropolitan sections of the four national engineering societies and the National Safety Council. Twenty thousand children of school age, it was said, are killed annually in this country by accidents. This figure the National Safety Council hopes soon to cut in half with the universal adoption of the course of instruction now used in the St. Louis, Detroit and Rochester schools. In the years the safety program has been carried out in these cities fatalities have been reduced fifty per cent. Workers associated with the council, with this basis of argument, expect to have little difficulty in placing their programs in the school systems of the entire nation.

"Hamlet" Presented in Modern Costumes

Hamlet in tuxedo, Ophelia in a 1926 dance frock and a grave digger wearing overalls and a derby were offered to New York theatre-goers in the latest portrayal of Shakespeare's tragedy of the melancholy Dane. A representative audience received it with enthusiasm. Designed, according to the producer, to prove "the play's the thing," the modern settings were followed faithfully in every detail. In the court scenes the women were appareled in this season's frocks and most of them smoked cigarettes. Soldiers carried the automatic rifles of the doughboy in France and up-to-date telephones were in evidence in some scenes. At no point was the idea of burlesque permitted to intrude. Hamlet was portrayed by Basil Sydney, Ophelia by Helen Chandler. Horace Liveright produced the modern version.

Tennessee College to Promote Science

As an answer to the episode at Dayton, Tenn., Chancellor James H. Kirkland of Vanderbilt University, Nashville, Tenn., has announced a program for raising $4,000,000 for the advancement of science and arts at Vanderbilt. A modern medical plant has just been completed at a cost of $3,000,000. In order to provide more adequately for the school of medicine and balance the university's facilities in the College of Arts and Sciences it is deemed necessary to raise an additional $4,000,000. In charge of this nation-wide movement will be Frank C. Rand, president of the International Shoe Company of St. Louis, and a member of the board of trustees of Vanderbilt University. Norman H. Davis of New York, former Under Secretary of State, will head a group of Eastern alumni.

One Third of Busses Operated by Schools

On June 1, 1925, there were approximately 60,000 busses operated in the United States, of which 20,000 were run by public schools. Over one-half, or 31,100, are controlled by 6,744 independent bus companies, 1,000 by hotels, 1,500 by sightseeing companies, 2,900 by industrial concerns, 3,250 by electric railways and 250 by steam railroad terminals. Roughly speaking, these busses cover 202,000 miles of route, which compares with approximately 250,000 miles of steam railroad tracks and 44,000 miles of electric railway tracks. While no exact figures are available, it is estimated that during 1924 these busses carried approximately 1,000,000,000 passengers.

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Evolution and Vanity "Idols" Destroyed

"Evolution and all worldly enticement" went up in smoke recently at the South Junior College, Ooltewah, Tenn., which is controlled by Seventh Day Adventists. Following a revival conducted by Evangelist Carlyle B. Haynes of New York and J. F. Simon of Washington, a search was made through the boys' and girls' dormitories. Novels, pictures, jazzes, story magazines, lipsticks, rouge and other "forbidden" articles were gathered and cast into a campus bonfire. The students, led by the faculty, sang as they marched out carrying their "idols" to the bonfire. A committee was appointed to search the college library and eliminate particularly everything in reference to evolution.

Faculties Frown on Football Dances

Girl students of Wellesley, Radcliffe, Jackson and Simmons Colleges and Boston University were forbidden by their administrative officials to attend the Harvard-Yale dance at the Hotel Copley-Plaza following the football game. The ban applied to all such social events in the future, including the Harvard-Dartmouth dance. The announcement from Simmons College said in part that these dances have nothing to do with the colleges in question, but have merely a financial interest in them. Those who are known to have attended such dances would be disciplined, although the discipline would not be so severe as expulsion, according to a member of the Simmons faculty. It is said that hints of cigarette smoking and partaking from flasks had come to the attention of the college officials.

Negro Railway Porters Endow a Scholarship

Negro "Redcaps" at the Pennsylvania railroad station in New York City have endowed a university scholarship to be awarded each year to the son of a station porter who has achieved the highest school record in English, mathematics, history and chemistry. The scholarship is valued at $200 a year. Each porter at the station has pledged one dollar every year until the winners have completed their college courses.

Dean of Men at Rutgers

Dr. Frazier Metzger, formerly chaplain of Pennsylvania State College and at one time Progressive candidate for governor of Vermont, has assumed the duties of dean of men at Rutgers University.. He is a graduate of Williams College and Union Theological Seminary.

Vassar Refuses Restrictive Bequest

The trustees of Vassar have voted to decline, on behalf of the college, the bequest of Emily J. Bryant. Her will, recently probated, bequeathed $2,500 to the college as a fund for scholarship aid for students who neither attended the theatre nor played cards. In declining the bequest, the trustees affirm the principle that as Vassar is an educational institution they cannot accept gifts which place any restrictions upon the personal and social behavior of members of the college.

Portable School Will Follow Gypsies

Gypsies who bemoan the fact that their roving habits have interfered with the schooling of their children, will have nothing to worry about in the future if the plan just adopted by the Education Committee of Surrey, England, proves a success and is generally followed. The educators have decided that since the children cannot go to school the school will go to the children. An appropriation of $1,000 has been made for a portable school that will follow in the wake of the nomads, leaving them no excuse for not educating their offspring.

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GRINS BETWEEN GRINDS

Touching Tales

An English lord who had just arrived from England was talking to an American Boy Scout. "My grandfather," he said, "was a very great man. One day Queen Victoria touched his shoulder with a sword and made him a lord."

"Aw, that's nothin'," the Boy Scout replied. "One day Red Wing, an Indian, touched my grandfather on the head with a tomahawk and made him an angel."

A Dead Circus

The other day a young woman teacher took eight of her pupils through the Museum of Natural History. "Well, my boy, where did you go with your teacher this afternoon?" asked the mother of one of them on his return. With joyous promptness he answered: "She took us to a dead circus."

David's Reason

The teacher had asked: "Why did David say he would rather be a doorkeeper in the house of the Lord?"

"Because," answered a boy, "he could then walk outside while the sermon was being preached."

Question Put to "Bobby"

"Don't you get tired of answering foolish questions?"

"Yes," replied the policeman. "I've answered that one twenty times today."—London Tit-Bits.

Where They Usually Aren't

"Now boys," said the schoolmaster to the geography class, "I want you to bear in mind, that the affix 'stan' means 'the place of.' Thus we have Afghanistan, the place of Afghans—also Hindustan, the place of Hindus. Can anyone give another example?" Nobody appeared very anxious to do so until little Johnny Snaggs, the joy of his mother and the terror of cats, said proudly: "Yes, sir, I can. Umbrellastan, the place for Umbrellas."

It Would at That

"Did you see that movie called Oliver Twist?"

"Yes, and say wouldn't that make a peach of a book?"—Brown Jug.

Superlatively So

The Professor's child, a girl of eight, observed an individual acting in a manner as peculiar as it was unusual. "Oh, Father," said she, "Isn't he silly? Why, he's so silly, he's super-silly-ous!"

Only Four Puffs

Recently Dick, age eight, became terribly sick quite suddenly, and for apparently no reason. His mother tried every way to learn what he had been eating that could have caused his illness. Finally in a faint voice he said: "Mother, do you suppose four puffs on a cigarette could make me this sick?"

Advertising

Not long ago a little Indianapolis girl had the whooping cough and greatly enjoyed the distinction given the house by the sign "Whooping-Cough Within," so much so, indeed, that she wept when it was taken down. A week or two later her father, confined to the house by a sudden and painful attack of the gout, noticed that the passers-by were manifesting an unusual interest in the front porch. Hobbling out on his crutches, he discovered, tied to the railing, a large brown cardboard placard, plainly of his daughter's manufacture, with the inscription in black, sprawling letters, "Gott Within." And he wasn't a German, either.—Indianapolis Star.

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French Debates to Be Continued

An announcement from Lausanne, Switzerland, states that Baron Pierre de Coubertin is to continue to offer medals in certain American universities for competition by students in debate on subjects connected with current French politics. For many years Baron de Coubertin has been offering these medals—the French medal at Princeton, the Pasteur medal at Harvard, the Carnot medal at Tulane, the Tocqueville medal at Johns Hopkins and the Joffre medal at California. Recently he contemplated stopping the gifts, believing interest in them had died out. He received so many requests from young Americans to continue them, however, that he has now decided to do so.

Tests performed on 112 college students by Dr. Donald Laird of Colgate University indicate that the average mind does its best work at eight o'clock in the morning and its poorest at four o'clock in the afternoon.

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Philippine Schools Cut Periodical Examinations

Final examinations have been eliminated in the Philippine public schools by order of Dr. Luther B. Bowley, director of education. No monthly or quarterly examinations will hereafter be given. Instead the final ratings of each pupil, secondary or elementary, will be the average of his various periodical class standings, according to the order issued. The change is in line with the recommendations of the Monroe Commission, which recently finished a survey of educational conditions in the Philippines. Ever since the establishment of the present school system the percentage of failures has been approximately 33 1-3 as against 5 to 10 per cent. in the United States.

President Olds Condones Interest in Athletics

In a luncheon speech at Ann Arbor, Michigan, in which he represented the endowed schools of the country, President George D. Olds of Amherst College, commenting on the inaugural address of Dr. Clarence C. Little, former president of the University of Maine, who recently became sixth president of the University of Michigan, said: "I find myself especially sympathetic with his views on athletics. If old greybeards and men like the President of the United States can become wildly excited over a world's series, a contest of professionals, we should not be too exacting when our boys become enthusiastic over their games. It seems to me we expect our boys to be other than ourselves."

Parent-Teacher Clubs Active in Delaware

Thirty parent-teacher associations in Delaware report a 100 per cent. enrollment; that is, every tax-paying family in these communities is represented in the membership. In 293 school districts of the state 301 associations have been organized. Of the rural districts, 81 per cent. have local associations. White associations to the number of 117, and 45 colored associations, have rounded out four years of continuous activity. These associations have assisted materially in making school health work a success, in beautifying school grounds, promoting musical education, adding to school libraries, providing school lunches, and in encouraging community interest and co-operation in the work of the schools.

Meetings to Be Held

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Association of University Professors, Chicago, Ill. Professor H. W. Tyler, Massachusetts Institute of Technology, Cambridge, Mass.

28-29: American Association of Teachers of Spanish, Columbus, Ohio. William M. Barlow, 302 Stanley avenue, Tompkinsville, New York.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

29-30: American Linguistic Society, Chicago, Illinois. Professor Roland G. Kent, University of Pennsylvania, Philadelphia, Pa.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: The Pennsylvania State Education Association, Scranton, President, Miss Jessie Gray, Philadelphia.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

29-31: Idaho State Teachers' Association at Boise. Lura V. Paine, secretary, county superintendent of schools, Boise.

28-30: Illinois State Teachers' Association, at Springfield. Robert C. Moore, secretary, Carlinville.

29-30: Montana Education Association, at Helena. R. J. Cunningham, secretary, Helena.

29-31: Pennsylvania State Education Association at Scranton. James Herbert Kelley, secretary, 400 North Third street, Harrisburg.

29-31: Oregon State Teachers' Association, at Portland. E. D. Ressler, secretary, Oregon State Agricultural College, Corvallis.

28-31: Ohio State Teachers' Association, midwinter meeting at Columbus. Frank E. Reynolds, secretary, Columbus.

30-31 and January 1, 1926: Florida Educational Association at Jacksonville. A. B. Johnson, secretary, Orlando.

FEBRUARY, 1926

8-13: Oklahoma Education Association, at Oklahoma City. C. M. Howell, secretary, 708 Continental Building, Oklahoma City.

12-13: Connecticut State Teachers' Association, at Hartford, New Haven, Bridgeport, and Norwich. Samuel P. Willard, Colchester.

MARCH.

18-20: North Carolina Teachers' Assembly, at Raleigh. Jule B. Warren, secretary, Box 887, Raleigh.

18-20: South Carolina Teachers' Association, at Columbia. J. P. Coates, 709 National L. & E. Building, Columbia.

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

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